Report on

Ysgol Gymraeg Mornant
Heol Picton
Picton
Penyffordd
Holywell
Flintshire
CH8 9JQ

Date of report: October 2014

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Context

Ysgol Gymraeg Mornant is located close to the village of Picton, near the coastal road that links Prestatyn and Holywell. There are 53 pupils aged between 3 and 11 years on roll, including five part-time nursery children. They are arranged into three mixed-age classes.

No pupils come from homes where Welsh is spoken as a first language. There are a few pupils from an ethnic minority background. Twenty-three per cent of pupils have additional learning needs, which is a little higher than the national percentage. No pupils have a statement of special educational needs. About a quarter of pupils are eligible for free school meals, which is a little higher than the national average.

The individual school budget per pupil for Ysgol Gymraeg Mornant in 2014-2015 is £4,201. The maximum per pupil in primary schools in Flintshire is £5,111 and the minimum is £2,838. Ysgol Gymraeg Mornant is in sixth place of the 68 primary schools in Flintshire in terms of the school budget per pupil.

The headteacher was appointed to the post in April 2012.

The school was last inspected by Estyn in September 2008.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The school's current performance is adequate because:

- most pupils make sound progress in their learning;
- standards in literacy and numeracy throughout the school are good;
- pupils enjoy coming to school and behave politely and courteously;
- most pupils have a clear idea of their strengths and what they need to do to improve;
- stimulating learning experiences meet the needs of the full range of pupils;
- there is comprehensive provision for developing the Welsh language and the Welsh dimension; and
- the quality of support and care for pupils is comprehensive and effective.

However:

- pupils' achievement at the end of the Foundation Phase in the last two years has been low;
- there are not enough opportunities for pupils to lead their own learning; and
- teachers do not make enough use of assessment information to plan the next stages in pupils' learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher's strategic leadership is robust and purposeful and has led to improvements in standards and provision;
- staff and governors have a sound understanding of the school's strengths and areas that need to be improved;
- a wide range of partnerships promote pupils' learning and wellbeing effectively;
- the school responds positively to the parents' voice; and
- the school's financial management is sound.

Recommendations

R1 Improve pupils' performance at the end of the Foundation Phase

R2 Provide better opportunities for pupils to lead their own learning

R3 Make more use of assessment information for planning the next stages in pupils' learning

R4 Ensure better consistency in the quality of pupils' handwriting in key stage 2

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

In lessons and over time, most pupils make sound progress in their learning. They acquire knowledge, understanding and new skills effectively and apply them skilfully to new situations. Pupils of all ages recall previous learning quickly and face new challenges confidently. Most pupils' thinking skills develop well as they mature, especially as they tackle investigative and practical tasks.

In comparison with other similar schools, the proportion of pupils who achieved outcome 5 at the end of the Foundation Phase over the last three years places the school mostly in the bottom 25% for literacy and mathematics. The proportion who achieved at outcome 6 places the school in the lower 50% or the bottom 25% of similar schools for literacy, and between the top 25% and the bottom 25% for mathematics.

Performance at level 4 at the end of key stage 2 during the last two years has placed the school mostly in the lower 50% or the bottom 25% in comparison with similar schools. At the higher level, results in English have placed the school mostly in the top 25% over recent years. Performance in Welsh and mathematics places the school in the top 25% of similar schools in 2014, but it is in the bottom 25% for performance in science. In previous years, performance in Welsh and mathematics has placed the school mostly in the lower 50% of similar schools, and it has varied between the top 25% and the lower 50% for performance in science.

Nearly all pupils in the Foundation Phase and key stage 2 possess the skills in literacy and numeracy that are needed to access the whole curriculum.

In the Foundation Phase, nearly all pupils speak clearly and confidently, showing an appropriate awareness of the needs of the listener. By the top end of the Phase, individuals are able to explain processes, for example how to weave thread, in detail, using appropriate vocabulary. Nearly all use a range of strategies when reading unfamiliar words and they discuss the content of a story confidently and intelligently. Most pupils' written work conveys meaning, familiar words are spelt correctly and handwriting is legible.

When explaining information and ideas, nearly all pupils in key stage 2 speak clearly and mutate correctly. During group work, they listen carefully to other pupils' contributions and contribute constructively to discussions. A good example of this is the intelligent way in which pupils at the top end of the school share the results of a scientific investigation with their peers in the class.

Most pupils in key stage 2 are proficient readers who use a range of strategies, for example skim reading, in order to find specific details in a text. They enjoy browsing in books to search for information and use English texts skilfully to support work in Welsh. By the top end of the key stage, nearly all pupils write for a number of

purposes, for example to convey knowledge of explain a process, and use vocabulary that is appropriate to the text in question. Although there are examples of neat handwriting, the standard is not consistent across the key stage.

Nearly all pupils in the Foundation Phase use their numeracy skills confidently as an integral part of activities in the classroom. By the end of the phase, they count, order, add and subtract numbers when solving problems that include up to 10 objects and beyond. When dealing with practical tasks, for example creating glitter dough, they used common standard measures to measure length and mass with precision, and they use halves and quarters in practical situations. After collecting information, for example how pupils travel to school, most pupils record their results in tables and simple block graphs.

In key stage 2, most pupils transfer their mathematical skills to a wide range of everyday contexts and situations. By the top end of the key stage, they write and handle numbers up to six digits confidently and use a number of mental strategies when multiplying and dividing numbers and decimals. As they investigate how to keep ice cubes without them melting, nearly all pupils use a variety of equipment and units of measurement purposefully by recording their results in detail in tables and a variety of graphs.

Wellbeing: Good

Pupils of all ages have a sound understanding of how to keep healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development. Nearly all feel safe at school and free from any unacceptable interference from other pupils.

Without exception, pupils say that they enjoy coming to school. In lessons and outside, nearly all are well motivated, polite and courteous towards everyone around them, including visitors, and they behave responsibly. When working together with others on tasks, or when sharing ideas in a group situation, nearly all pupils are very considerate of the feelings of other pupils and treat them with respect. Most persevere with a task for an extended period and show pride in their work.

As they mature, most pupils have a clear idea of their strengths and what they need to do to improve. By key stage 2, they have an appropriate understanding of their personal targets and know when they have achieved these targets.

Through the school council, which also acts as an eco committee, there are useful opportunities for pupils to influence school life. For example, they contribute directly to the school development plan and they have also produced a behaviour code for break time. The council operates in a constitutional way and holds fundraising campaigns regularly, for example in order to improve the school environment or to support local charities. Although these activities encourage pupils to shoulder responsibilities, they have few opportunities to influence what and how they learn.

Attendance rates placed the school in the bottom 25% of similar schools in 2013. However, the school was in the top 25% or the upper 50% during the previous two years. Unverified attendance data for 2013-2014 shows significant improvement on attendance rates in 2013.

Pupils are very active in the life of the wider community and contribute regularly to good causes and local events, for example Children in Need and local fundraising campaigns.

Key Question 2: How good is provision?	Adequate

Learning experiences: Good

The school provides a range of stimulating learning experiences that meet the interests and needs of the full range of pupils successfully. Through careful joint planning, teachers ensure that learning experiences address the requirements of the National Curriculum and religious education in full. Planning in the Foundation Phase is based firmly on the six areas of learning and gives a high priority to ensuring that pupils have an active role in their learning.

The school is making appropriate progress in the work of embedding the requirements of the National Literacy and Numeracy Framework in its schemes of work. The wide range of cross-curricular activities that are provided in the three classes ensures that there are good opportunities for pupils to use their literacy and numeracy skills in a variety of interesting contexts.

The various learning activities outside the classroom, for example the Urdd and the gardening club, provide beneficial opportunities for pupils to use the Welsh language in social situations. These activities expand pupils' learning opportunities and contribute significantly towards improving their proficiency in Welsh.

Provision for the Welsh dimension in a variety of contexts is a strength. By studying Welsh heroes, artists and literary figures, along with historical characters such as Owain Glyndŵr, pupils have stimulating opportunities to learn about the history and culture of Wales.

There is extensive provision for sustainable development and global citizenship. The area is promoted effectively through work within the curriculum and through the activity of the school council. Through activities such as the 'fair trade week' and fundraising campaigns for good causes, the school succeeds well in raising pupils' awareness of the importance of global citizenship.

Teaching: Adequate

The close working relationship between adults and pupils leads to a stimulating learning environment. Teachers and learning assistants use their knowledge and expertise to plan stimulating learning experiences that gain the interest of almost all pupils. By intervening at appropriate times, they challenge pupils' ideas and give support to individuals or groups who need help. Teachers encourage all pupils to work hard and to take an active part in their learning. The wide range of teaching methods, for example individual or pair work, group activities or a whole class arrangement, succeed well in ensuring the involvement of almost all pupils in their learning.

Although there is a strong emphasis in lessons on promoting co-operation, there are not enough opportunities for pupils to lead their own learning and develop into independent learners. At times, overuse of guidelines and worksheets reduces opportunities for them to use their initiative and take more responsibility for their learning.

Recent assessment for learning strategies have already led to improvements in teaching and learning. The practice of setting individual targets for pupils of all ages leads to an increase in learning and motivation. However, pupils' ability to self-assess and assess their peers' work has not developed fully. Teachers' written and oral feedback gives clear guidance to pupils regarding the standard of their work and what they need to do to improve. However, teachers do not make enough use of information that is derived from day to day assessments to plan the next stages in pupils' learning.

The detailed arrangements that have been established for recording the outcomes of pupils' assessments as they move through the school enable teachers to track the progress of every individual and to intervene purposefully as necessary.

The annual reports that are provided for parents are of good quality and provide beneficial information for them about their children's progress and wellbeing.

Care, support and guidance: Good

The school gives a high priority to pupils' health and wellbeing. The comprehensive policies and procedures that are in place promote these values and are implemented conscientiously by all members of staff. As a result, a safe environment is created in which adults and pupils respect each other and others very well. Collective worship sessions contribute well to pupils' spiritual and personal development.

The school makes appropriate arrangements to promote eating and drinking healthily.

The comprehensive support and care available for pupils are reinforced considerably by productive links with a range of external agencies, which include police officers. These increase pupils' understanding of issues concerning their care and personal safety very effectively. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for additional learning needs enables nearly all pupils to make good progress and to have access to the full curriculum. By using a good range of assessment methods, the school identifies pupils' additional learning needs at an early stage and arranges specific support and intervention programmes for them. This leads to suitable progress in pupils' standards and learning. Individual education plans are of an appropriate quality and, in consultation with parents, are reviewed regularly. In specific cases, the school takes advantage of the co-operation of external agencies, along with the local authority's support services.

Learning environment: Good

The school is a happy, very caring and inclusive community in which every individual is important and has full access to the curriculum and all other activities. It succeeds in creating a family ethos that encourages children to take care and responsibility for their peers and to be tolerant of each other. Staff challenge any stereotyping in attitudes and ensure that no pupils suffer less favourable treatment because of their circumstances.

There are enough resources of good quality in order to support the whole range of pupils.

The building and surrounding grounds are of good quality and provide an interesting learning and play area for pupils of all ages. Pupils and staff make full use of the whole space in the building to expand pupils' learning experiences. Interesting displays on classroom walls celebrate pupils' successes and contribute significantly to creating an interesting and tasteful environment.

The outdoor learning area for pupils in the Foundation Phase is a beneficial area that enriches pupils' learning experiences considerably and complements the work in the classroom.

Key Question 3: How good are leadership and management?	Good

Leadership: Good

The headteacher's robust and purposeful leadership has driven a number of significant developments at the school, particularly those in outcomes, teaching and assessment. She has high expectations and conveys these successfully to staff and governors. There is a strong sense of teamwork at the school and all members of staff are included in discussions and decisions regularly. They support the headteacher well and are aware of their roles and responsibilities. Through regular meetings, they have valuable opportunities to discuss progress and to monitor the implementation and effect of the school development plans.

Detailed monitoring arrangements, which include all members of staff, ensure better consistency in the quality of teaching across the school and make sure that the school's priorities are implemented.

The school pays appropriate attention to national and local priorities, including planning in order to raise standards of literacy and numeracy across the school and implementing assessment for learning strategies.

Governors are very supportive of the life and work of the school. They have a sound understanding of the school's strengths and areas that need to be improved. They analyse a range of performance data appropriately and have an appropriate understanding of how the school is performing in comparison with similar schools. Many members of the governing body monitor pupils' behaviour and their attitude towards learning effectively. They are prepared to challenge the school to instigate specific improvements. Governors understand and fulfil their statutory responsibilities conscientiously.

Improving quality: Good

Self-evaluation has been established firmly and effectively in the school's procedures and ensures that teachers and governors have an active role in the process. Self-evaluation outcomes are based on a wide range of direct evidence such as observing lessons, scrutinising pupils' work, subject monitoring reports and the views of pupils, parents and governors. In addition, the school makes purposeful use of performance data in order to look in more detail at comparative attainments of specific groups of pupils, for example boys and girls. As a result, the headteacher and staff have a detailed understanding of the school's strengths and the areas that need improvement.

Although it is too descriptive in some sections, the self-evaluation report gives an honest picture of the school's strengths along with the aspects that need to be improved. These have been embedded firmly in the priorities in the school development plan. The plan contains measurable targets and earmarks specific sums of funding in order to address the priorities.

Through staff discussions and regular monitoring, the effect of the development plan on standards and provision is evaluated regularly by the headteacher, staff and governors. Thorough evaluation of the previous improvement plan informs the current improvement plan successfully.

The school is able to show that self-evaluation has led to visible improvements in standards and provision. For example, the quality of teaching and standards in writing in Welsh has improved since the last inspection.

Partnership working: Good

The school has fostered a wide range of partnerships that promote pupils' learning and wellbeing effectively. There are good links with the nursery group, which is located on the same site, and staff share resources and co-operate closely. This ensures that pupils at the setting transfer confidently to the school's nursery class.

Arrangements for transferring pupils to secondary schools are appropriate and prepare older pupils well for the next stage in their education. Cluster meetings for standardising and moderating pupils' work contribute successfully to ensuring consistency in levels of pupils' work.

The school and parents co-operate successfully and the school responds positively to any issues or concerns that they raise. The school makes effective use of its website and of other technological resources for sharing information with parents.

There is productive co-operation with other local primary schools. Arrangements for sharing good practice and holding training jointly contribute strongly to improving provision for pupils. A particular example of this is the way in which the school has co-operated with local schools in order to improve pupils' writing skills and promote sports activities.

The active partnership that exists between the school and specialist agencies ensures an appropriate response to supporting vulnerable pupils.

There is a strong partnership with the local community. Pupils' contributions to community activities, along with the number of visitors that come to the school, enrich learning experiences successfully.

Resource management: Good

The school manages its resources effectively. Staffing levels are appropriate for responding to the requirements of the number of pupils. The school uses support staff purposefully to give valuable support to individuals and groups of pupils. Staff expertise is used purposefully to improve provision and raise pupils' standards.

All staff benefit from training, which is arranged according to the needs of individuals and the school's priorities. This enables them to extend their expertise and to co-operate with other schools on initiatives such as raising standards in writing and taking advantage of the services of artists in residence.

Arrangements for ensuring teachers' planning, preparation and assessment time are appropriate and contribute well to raising standards through the school, for example in art.

Professional networks with other schools have led to improvements in standards of pupils' reading across the school.

Leaders manage the school's financial resources carefully and ensure that they are linked to the development plan. For example, the current budget earmarks specific sums of money for increasing resources in the Foundation Phase and raising standards of literacy and numeracy throughout the school. The budget is monitored carefully by the headteacher, the finance committee and the local authority. The pupil deprivation grant is used well.

Considering the school's performance and pupils' achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6642021 - Ysgol Gymraeg Mornant

Number of pupils on roll   55
Pupils eligible for free school meals (FSM) - 3 year average   14.0
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	9	12	*
Achieving the Foundation Phase indicator (FPI) (%)	44.4	50.0	*
Benchmark quartile	4	4	*
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	9	12	*
Achieving outcome 5+ (%)	44.4	50.0	*
Benchmark quartile	4	4	*
Achieving outcome 6+ (%)	11.1	25.0	*
Benchmark quartile	4	3	*
Mathematical development (MDT)			
Number of pupils in cohort	9	12	*
Achieving outcome 5+ (%)	66.7	58.3	*
Benchmark quartile	4	4	*
Achieving outcome 6+ (%)	33.3	8.3	*
Benchmark quartile	1	4	*
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	9	12	*
Achieving outcome 5+ (%)	88.9	66.7	*
Benchmark quartile	3	4	*
Achieving outcome 6+ (%)	33.3	33.3	*
Benchmark quartile	3	4	*

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6642021 - Ysgol Gymraeg Mornant

Number of pupils on roll	55	
Pupils eligible for free school meals (FSM) - 3 year average	14.0	
FSM band	2	(8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	6	9	8	8
Achieving the core subject indicator (CSI) (%)	100.0	88.9	75.0	87.5
Benchmark quartile	1	2	4	3
English				
Number of pupils in cohort	6	9	8	8
Achieving level 4+ (%)	100.0	88.9	87.5	87.5
Benchmark quartile	1	2	3	4
Achieving level 5+ (%)	66.7	33.3	62.5	62.5
Benchmark quartile	1	2	1	1
Welsh first language				
Number of pupils in cohort	6	9	8	8
Achieving level 4+ (%)	100.0	88.9	87.5	87.5
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	16.7	11.1	25.0	50.0
Benchmark quartile	3	3	3	1
Mathematics				
Number of pupils in cohort	6	9	8	8
Achieving level 4+ (%)	100.0	100.0	100.0	87.5
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	33.3	22.2	37.5	50.0
Benchmark quartile	2	3	3	1
Science				
Number of pupils in cohort	6	9	8	8
Achieving level 4+ (%)	100.0	88.9	87.5	87.5
Benchmark quartile	1	3	4	4
Achieving level 5+ (%)	33.3	22.2	50.0	25.0
Benchmark quartile	2	3	1	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learners' questionnaire

Primary survey (All pupils)

Donates the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	44		44	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	44		42	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			95%	5%		
			92%	8%		
I know who to talk to if I am worried or upset.	44		43	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	44		44	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	44		44	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	44		42	2		Rwy'n gwneud yn dda yn yr ysgol.
			95%	5%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	44		44	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	44		41	3		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			93%	7%		
			98%	2%		
My homework helps me to understand and improve my work in school.	44		43	1		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			98%	2%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	44		44	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	44		30	14		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			68%	32%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	44		41	3		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			93%	7%		
			84%	16%		

Response to parent questionnaire

Donates the benchmark – this is a total of all responses to date since September 2010

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	13	13 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	13	10 77%	2 15%	1 8%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	6 46%	6 46%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	9 69%	4 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	8 62%	4 31%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	11 85%	2 15%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	9 69%	3 23%	1 8%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	13	10 77%	3 23%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	13	9 69%	3 23%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	9 69%	4 31%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	7 54%	3 23%	1 8%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	13	9 69%	4 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Wil Williams	Reporting Inspector
Rhian Jones	Team Inspector
Dylan Roberts	Team Inspector
David Jenkins	Lay Inspector
Doli Edwards	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.
The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools

across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.